

# THE VIRGINIA TEACHER

VOLUME XI

MARCH, 1930

NUMBER 3

## SHOULD A LIBERAL ARTS COLLEGE FOR WOMEN BE ESTABLISHED IN VIRGINIA?

IT is generally conceded that there is need in Virginia for a Liberal Arts College for Women. There has been little attempt, however, to analyze this need and discover what kind of institution this college should be.

Any college for women, supported by a democratic State and in keeping with the best traditions and ideals of Virginia, should be a college for all the women of the State, of such character, purpose and ability, as to be worthy of a higher education.

Such a college then must serve the needs of three classes of women:

1. The class who earnestly desire a real cultural or liberal education without any idea of applying it to a specific vocational or professional purpose.
2. The vocational or professional class who wish, along with their liberal education, specific preparation of a technical character for some definite vocation or profession.
3. The pre-professional class who are looking forward to professional education after completion of their undergraduate work and who therefore wish a good foundation in liberal arts for this advanced study.

For class one, those who earnestly seek a real cultural and liberal education, we find a very persistent, devoted and intelligent group of women pleading for a liberal arts program in a coordinate college. The probable number of students demanding this provision is not large but represents unquestionably the group from which comes our finest scholarship.

Class two, the vocationally or professionally minded, form, by far, the largest group of students, yet one whose interests and needs have received scant consideration in the agitation for a State College for Women. Let us consider them for a moment.

The perplexities and problems of business and industry during the recent World War greatly accelerated the movement already begun of admitting women to practically all vocations and professions. This in turn increased the demand for and interest in the higher education of women, especially along vocational and professional lines. Women became distinctly vocationally minded. Girl graduates of our secondary schools, to a degree equalling if not actually exceeding that of the boys, are looking forward to a higher education that will give them, in addition to the cultural and liberal education of a College of Arts and Sciences, specific training for some definite life career. Question any girl graduate of a secondary school and you will almost invariably find that she wishes to educate herself for, among other things, economic independence, for taking her part in the work of the world, and for the possible eventuality of being thrown upon her own responsibility and having to earn her own livelihood. In the main, this large group of the rank and file of the young women of the State do not look forward to a period of higher education beyond that of the four-year curricula of the undergraduate college. And they wish too to obtain, while they are securing this vocational or professional education, just as large a share as possible of those literary, scientific, and spiritual inheritances of the race which constitute the chief objectives of a liberal education. They have the ambition also that this education should be on a level equal to the best that the State offers to men. They believe most profoundly that, in this matter, the State should grant women the same consideration that it grants men. In the writer's opinion, the large majority of these young women, as well as their parents, prefer that this education should be provided by the State in a college exclusively for women and not in a coeducational institution.

What is the situation in Virginia that confronts these young women who graduate from our secondary schools and who wish to attend a State-supported college? They



may go to one of the four State Teachers Colleges, they may attend, to a limited extent, William and Mary College, they may enter Virginia Polytechnic Institute, or, after reaching a certain age and completing two years of college work, they may enter certain professional courses at the University of Virginia.\* We find therefore that they have no State liberal arts college open to them except the coeducational College of William and Mary. As a result, there were registered in the four State Teachers Colleges, exclusive of their summer schools in 1928-'29 (total enrollment for winter session) 2739 women from Virginia and in William and Mary College 431 women from Virginia. Of the Virginia women students registered at William and Mary, 159, according to the catalog, pledged themselves to teach in Virginia. Therefore we find of the total of 3,170 Virginia women registered in these five colleges that 2,898 were being prepared for the one profession of teaching. In other words, an abnormally large percentage of Virginia girls are drawn into teaching because of the lack of suitable opportunities for professional education along other lines in the State colleges for women.

Let us contrast this with the situation regarding men in State-supported undergraduate colleges. In 1928-29 there were registered 2,677 men from Virginia in undergraduate work at the University of Virginia, William and Mary, Virginia Military Institute, and Virginia Polytechnic Institute. At the University and William and Mary a man might take a straight liberal arts curriculum leading to the A. B. degree and at the four colleges combined he might pursue one of more than thirty different vocational, professional or pre-professional courses in preparation for his life work.

To even the casual observer, therefore, it would seem that there is need in Virginia for

a college for women which will provide first a liberal arts program that will be the chief and controlling feature of the college. From this central element that will give form and direction to the college, there should branch out vocational, professional, and pre-professional courses, each with a substantial and definite requirement of work in liberal arts as a foundation for the professional course. This college should provide, in other words, opportunities for undergraduate work for women paralleling the courses for men at the University. There should be in the college, of course, some courses, such as home economics and social welfare curricula, that would not appear in a college exclusively for men.

This college should be coordinated with the University of Virginia. The women of the State unmistakably prefer this arrangement. Such coordination would give the college prestige from its beginning and would be a guarantee that the highest quality and standards of instruction would prevail in the college. Furthermore, the fact that the college would be under the control of the Board of Visitors of the University would be a safeguard against the possible ambition of the college to expand its curricula in the direction of graduate work and hence duplicate the graduate courses which are now open to women at the University. The Board would, in all probability too, so organize the curricula at the College for Women that they would articulate with the graduate work at the University and provide adequate preparation for the graduate schools of the University. In this manner, the pre-professional courses could be given and most admirably adapted to the educational scheme at the University.

We suggest as the name of this college "The Virginia College for Women" and would further suggest that whenever this name appears in the printed literature of the college it should be accompanied by the legend, "Coordinated with the University of Virginia."

\*These statements apply to the regular winter sessions and not necessarily to the summer quarters where admission to women is more liberal.



## WHY SHOULD THE LIBERAL ARTS COLLEGE FOR WOMEN BE LOCATED AT HARRISONBURG?

### I. *Minimum Expenditure to the State*

To reproduce the plant of the State Teachers College at Harrisonburg, with the new building included in the budget of 1930, would require an expenditure of \$1,500,000.

To locate the college at some other point than in an existing State institution would involve the State in a capital outlay expenditure of at least \$1,500,000 and an annual appropriation for all purposes of perhaps \$300,000.

Suppose some privately owned and controlled college with an adequate physical plant could be secured for this purpose, in fee simple, what would be the cost to the State? Probably \$300,000 per year, a sum that would equal the total value of the plant in five years, to say nothing of the perpetual maintenance of *another* college.

To locate the college at the State Teachers College at Harrisonburg would involve the State in probably not more than \$75,000 per year in additional support to the amount now appropriated to Harrisonburg, in order to provide for a liberal arts college of 700 students. The additional capital outlay required would not vary materially whether the institution is used as a teachers college or a liberal arts college.

The operating income of the State Teachers College at Harrisonburg in 1927-1928 was as follows:

|                     |              |
|---------------------|--------------|
| State appropriation | \$ 83,700.00 |
| Smith Hughes Refund | 3,140.48     |
| Student Fees        | 270,216.05   |

Total annual income...\$357,056.53

The new college, if located at Harrisonburg, would undoubtedly attract a student body of 700 or more. If a gradual transition from a teachers college to a liberal arts college were made, this income could be preserved and increased and there would be no disorganization of the administration personnel of the college.

Harrisonburg can offer distinct advantages in operating costs:

Modern, new, well-equipped buildings means low repair costs.

Municipally owned water and power plants mean relatively low costs for water and electric current.

Modern heating plant with railroad siding to boiler house means low heating costs.

Rich agricultural section of the Valley means low food costs.

The State Teachers College will have, July 1, 1932, student loan funds with a combined principal of more than \$25,000 which can be transferred to the new college.

### II. *Coordination with the University—*

1. Will meet the wishes of a large majority of the women of the State.
2. Will give the college prestige from the beginning.
3. Will guarantee a high quality of work in the college.
4. Will prevent the college from expanding into the graduate field.
5. Will provide articulation of the college curricula with the graduate and professional schools of the University.

### III. *The Advantages of the Location at Harrisonburg*

1. The best proof of the proper location of an established college is its proven power to attract students.

The State Teachers College at Harrisonburg, during the winter session of the past year, had a total enrollment of 875 students, a record that we believe is unsurpassed in the first twenty years of the history of any Virginia college.

During the twenty years of the operation of the college, it has registered more than 10,000 different students.

This student registration has been well distributed over the entire State as evidenced by the following facts: Adding the total enrollments of the College for the last five years, fifty per cent of the students have come from east of a line drawn north and south through Charlottesville, fifty per cent from west of the line. Drawing a line east and west through Richmond, fifty-three per cent of the students come from the section of the State north of the



line, forty-seven per cent south of the line. Distributing them by natural divisions of the State, one finds forty per cent of them from the area west of the Blue Ridge, thirty-three per cent from central Virginia, and twenty-seven per cent from Tidewater Virginia.

2. The location of the Liberal Arts College for Women at Harrisonburg would give the following excellent geographical distribution of State Colleges open to women: East of the line (meridian  $78^{\circ} 30'$ ) passing north and south through Charlottesville, one would find William and Mary College for the education of women in liberal arts, and Farmville and Fredericksburg State Teachers Colleges for the training of teachers. West of the line one would find Harrisonburg for the education of women in liberal arts, the Radford State Teachers College for the training of teachers, and Virginia Polytechnic Institute for the education of women along certain vocational or professional lines. If you draw a line (or use parallel  $37^{\circ} 30'$ ) east and west through Richmond, you find north of the line Harrisonburg for the education of women in liberal arts, Fredericksburg State Teachers College for teacher training, and the University for graduate work for women. South of the line, you would find William and Mary College (liberal arts), Farmville and East Radford State Teachers Colleges, and Virginia Polytechnic Institute for vocational and professional courses.

3. Natural Advantages

The location at Harrisonburg has many significant natural advantages:

Beautiful mountain scenery.

Elevation 1300 feet.

Invigorating and healthful climate.

Accessible location on the historic Lee Highway.

Harrisonburg has three railways, the Baltimore and Ohio, the Southern, and the Chesapeake-Western. The Norfolk and Western has connections, both by railway and bus line at Elkton (18 miles distant) and the Chesapeake and Ohio is connected with Harrisonburg by both railway and bus line at Staunton (25 miles distant).

The region extending between the Blue Ridge and Alleghany Mountains, from Winchester to Bristol, is one of the most popular sections in America for the location of schools and colleges.

The climate of Harrisonburg in the summer makes the college especially desirable as a location for the summer quarter, which is now a recognized part of nearly all State colleges.

Harrisonburg is the center of a region rich in historic, scenic and cultural resources. (See special pamphlet on this subject.)

#### IV. *The Physical Plant*

The physical plant of the college at Harrisonburg, with the central administration building provided by the Budget Bill of 1930, is now well prepared to provide for the education of 800 women students.

The college plant consists of a campus of sixty acres with an auxiliary area of thirty acres on the Shenandoah River where the college is developing a recreation center and a field laboratory for biology and for health and physical education. On the quadrangle are ten large buildings of native gray limestone—off the quadrangle are four other buildings of smaller type. Included in the larger buildings are five dormitories or residence halls, an academic building, a science hall, a building for student activities, a service building, and a library building which is also used for administrative purposes. The smaller buildings consist of a small dormitory, the President's residence, the college infirmary, and a duplex practice house for home economics. The college library has approximately fourteen thousand volumes and is well equipped. There are laboratories for chemistry, physics, biology, general science, home economics, and fine arts. There is also a well equipped School of Music with provision for five teachers. The college has two gymnasiums, two swimming pools (indoor and outdoor), athletic field, tennis courts, and a standard nine-hole golf course. The college has for its use two additional dormitories that were built by private capital and leased to the college.



The central administration building recommended in the appropriation bill of 1930 is to be a fireproof building with administrative offices, provided with fireproof vaults for registrar's and treasurer's offices, a large number of additional classrooms; laboratories for chemistry, physics, and fine arts (leaving biology and home economics in Maury Hall), accommodations for the music department, consisting of fifteen practice rooms, four studios, an assembly room and practice pipe organ; and an auditorium with a seating capacity of 1,500 equipped with modern stage equipment, a pipe organ, and moving picture equipment.

Immediately adjoining the campus is a splendid hospital which, in addition to the usual hospital facilities, contains a branch of the State Department of Health Laboratory where frequent tests are made not only for diagnosis of illness but also to determine the sanitary quality and condition of water, milk, swimming pools, etc. The hospital is splendidly equipped and is very useful to the college in emergency cases.

The present college plant at Harrisonburg was not only built with the needs of women students constantly in mind, but it was also built according to a detailed plan worked out carefully before the first building was constructed. This plan has been consistently followed and there need be no costly reconstruction of buildings in order to meet the needs of a larger college.

#### V. Professional Opinion

The educational Commission which reported to the General Assembly of 1928 recommended that the Harrisonburg State Teachers College be converted into a liberal arts college for women coordinated with the University of Virginia. This Commission consisted of a number of able and distinguished Virginians among whom were the eminent Presidents of Sweetbriar College and Roanoke College. Behind this Commission's report was the unbiased, distinterested, recommendation for the same action by the Survey Staff,

consisting of some of the most prominent educators in America, viz: Dr. M. V. O'Shea, University of Wisconsin, chairman; Dr. J. E. Battenworth, Cornell; Dr. F. G. Bonser, Columbia; Dr. Calvin O. Davis, University of Michigan; Dean F. J. Kelly, University of Minnesota; Dr. W. Carson Ryan, Swarthmore; Pres. Charles McKenny, Michigan State Teachers College; Dr. W. T. B. Williams, Tuskegee Institute and Slater Foundation; Dr. C. J. Anderson and Dr. John G. Fowlkes, University of Wisconsin.

#### VI. The Professional Standing of the College

The State Teachers College at Harrisonburg has a national reputation for excellent quality of work and high standards of scholarship.

The college is a Class A member of the American Association of Teachers Colleges.

The college is a full member, and has been for three years, of the Association of Colleges and Secondary Schools of the Southern States, the highest and most authoritative accrediting agency in the South.

Record of Harrisonburg graduates at other colleges and universities, as determined in a recent study, show:

|                                    |     |    |
|------------------------------------|-----|----|
| University of Virginia.....        | 84  | 1  |
| Ohio State University .....        | 18  | 1  |
| Scarritt College .....             | 36  | 0  |
| University of Wisconsin.....       | 38  | 0  |
| George Peabody College.....        | 243 | 0  |
| Johns Hopkins University           | 4   | 0  |
| George Washington University ..... | 17  | 1  |
| Medical College of Virginia        | 38  | 0  |
| Columbia University .....          | 146 | .1 |
| Total .....                        | 624 | 4  |

Total failures: six-tenths of one per cent—a record that challenges comparison.

No better evidence can be produced to show that not only is the institution at Harrisonburg on a college level but also that it is on a level comparable to that of the best colleges and universities of our country.



VII. *The Heritage of Traditions*

Every college builds its own traditions. It does not borrow them. The State Teachers College at Harrisonburg has established certain traditions that would be a most valuable heritage for a liberal arts college for women.

1. The Harrisonburg student has a hopeful, happy, joyous, optimistic outlook upon life, an attitude that is the reflection of the influence of the invigorating and inspiring climate and scenery of the Valley of Virginia.
2. There is at Harrisonburg a tradition of unbounded loyalty to the college which places squarely behind every interest of the institution the energy and devotion of its 10,000 alumnae.
3. There is at the college the tradition of fine achievement, and dedication of one's energies and talents, one's enthusiasm and vigor, to the service of the Commonwealth.
4. A profound and constant devotion to the cause of scholarship, learning and truth dominates the atmosphere of the college.
5. The students of the college prize the tradition in their social life of thorough democracy. They look beyond the external evidences of the wealth of an individual for other signs of worth—signs of character, of ability, of worthy purposes, of friendliness.

These ideals we claim should prevail in all State colleges and are necessary to the success of any college for the daughters of all the people.

SAMUEL P. DUKE.

DUTY OF PRINCIPAL TO PRESERVE  
SANITY

"A school principal is one who is paid extra to refrain from working too hard, so that when everyone else about the place has gone fagged or wild, his cool head will serve as a nucleus of sanity," writes Dr. Daniel Wolford LaRue, professor of psychology in the Pennsylvania State Teachers College at East Stroudsburg, in the *Journal of the National Education Association*.

CULTURAL RESOURCES OF  
HARRISONBURG

MIDWAY between Lexington, the "Athens of the South," and Winchester, one of the most historic cities in America; near Charlottesville, the home of Jefferson, and Staunton, the birthplace of Woodrow Wilson; with its main street the scenic Lee Highway, one of the most celebrated old trails in the New World, Harrisonburg enjoys unusual historic, scenic, and cultural resources.

The fine associations of the region are suggested to the casual visitor and kept alive in the hearts of all residents by the names of buildings on the campus of the State Teachers College. For example, Maury Hall reminds us of the "Pathfinder of the Seas," who spent his last years in active service at Lexington. Jackson Hall commemorates the immortal "Stonewall," whose famous "Valley Campaign" was wrought out and fought out with Harrisonburg as a center. Ashby Hall brings to mind General Turner Ashby, "Knight of the Valley," whose death signalized a victorious day with Jackson on a wooded hillside almost at the edge of the College campus. Spotswood Hall recalls Alexander Spotswood and the "Knights of the Golden Horseshoe," who, in 1716, crossed the Blue Ridge only a few miles east of Harrisonburg. Harrison Hall bears the name of the distinguished family for whom the city was named and commemorates especially Gessner Harrison, who was for many years a distinguished teacher, author, and administrative officer at the University of Virginia. Reed Hall keeps in mind the fact that Walter Reed, eminent scientist and world benefactor, used to be a sojourner at Harrisonburg, where his father owned a home and frequently resided during a period of twenty years.

*Famous Men and Women**Associated with Harrisonburg and Vicinity*

In 1784 General Washington was a sojourner in the county for several days, visiting Thomas Lewis and Gabriel Jones, both of whom were prominent figures in colonial Virginia. Washington himself tells of this visit to Rockingham, at considerable length,